

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	Standard 1: Students must identify the task and determine the resources needed.	Benchmark 1, End of Grade 8: Define the problem. Benchmark 2, End of Grade 8: Identify the types of information needed. Benchmark 3, End of Grade 8: Evaluate and select appropriate resources.	1.A. formulate questions or steps needed to solve the problem or task 1.B. summarize task 1.C. broaden or narrow topic 1.D. list keywords from topic 1.E. list information requirements of the task 2.A. list possible resources to solve the problem or task (e.g., reference materials, newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) 2.B. identify useful resources 3.A. identify the copyright date to determine the currency of resources 3.B. identify point of view in resources 3.C. identify and select useful resources	Benchmark 1, topic, keywords Benchmark 2, atlas, dictionary, encyclopedia, task definition Benchmark 3, location and access	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing Research to Build and Present Knowledge 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.



English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	A. struggle to formulate questions or steps needed to solve the problem or task B. struggle to summarize task C. struggle to broaden or narrow topic D. list minimal keywords related to the topic E. list minimal information requirements to complete the task	A. formulate basic questions or steps needed to solve the problem or task B. summarize task incompletely C. broaden or narrow topic with limited skill D. list some keywords related to the topic E. list some information requirements to complete the task	A. formulate questions or steps needed to solve the problem or task B. summarize task C. broaden or narrow topic D. list keywords related to the topic E. list information requirements of the task	A. formulate complex questions or steps needed to solve the problem or task B. summarize task concisely C. broaden or narrow topic with advanced skill D. list a comprehensive set of keywords related to the topic E. completely list information requirements to complete the task
2. Identify information resources needed.	A. rely on resources provided B. identify resources of limited usefulness	A. list limited resources to solve the task B. identify usefulness of resources selected with limited detail	A. list possible resources to solve the problem or task B. identify useful resources	A. identify and make connections between a variety of resources B. identify unique elements of resources needed
3. Evaluate and select appropriate resources.	A. locate copyright or publication date of material B. recognize some language of bias or point of view C. rely on a single resource regardless of topic	A. identify the copyright date to determine the currency of resources B. recognize language of bias or point of view C. select some useful resources	A. identify the copyright date to determine the currency of resources B. identify point of view in resources C. identify and select useful resources	A. select appropriately current resources B. identify multiple points of view and bias in resources C. select the best resources for novel tasks

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	Standard 2: Students will locate sources, use information and present findings.	Benchmark 1, End of Grade 8: Locate multiple resources using search tools. Benchmark 2, End of Grade 8: Evaluate resources. Benchmark 3, End of Grade 8: Locate information within multiple resources. Benchmark 4, End of Grade 8: Extract information from multiple resources needed to solve the problem. Benchmark 5, End of Grade 8: Organize and manage information to solve the problem. Benchmark 6, End of Grade 8: Create a product that presents findings.	1.A. use available search tools to locate resources (e.g., library catalog), indexes, search engines, subject directory, digital databases, library personnel). 1.B. use search techniques to locate resources (e.g., keywords, Boolean, phrase, title, author and subject) 1.C. locate resources (e.g., call number, URL, link) 2.A. identify point of view in resources 2.B. identify usefulness of resources (relevant, appropriate, detail, currency, authority and bias) 3.A. identify topic keywords 3.B. use print indexes 3.C. recognize and use digital indexes (e.g., subject directory) 3.D. use glossaries and tables of contents 3.E. locate keywords by skimming and scanning 3.F. record location of information within resources 4.A. read, listen and view with guided purpose to accomplish task 4.B. locate and summarize relevant information 4.C. use teacher provided note taking method to transfer information 4.D. cite each source 5.A. transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards) 6.A. identify audience 6.B. construct an original product that meets task criteria 6.C. present final product in assigned format	Benchmark 1, fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number, URL, link, location and access Benchmark 2, point of view, relevant, appropriate, detail, currency, authority and bias, information seeking strategies Benchmark 3, subject directory, database, Boolean, skimming, scanning, digital indexes, glossaries, tables of contents, information seeking strategies Benchmark 4, guided purpose, summarize, credit sources, use of information Benchmark 5, graphic organizer, outline, note card, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis Benchmark 6, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Include texts by and about American Indians. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 1b. Provide logically ordered reasons that are supported by facts and details. 1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 1d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 	<ol style="list-style-type: none"> 1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 6. Attend to precision.

English Language Arts/Literacy	Mathematical Practices
<p>2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>Range of Writing</p>	

English Language Arts/Literacy	Mathematical Practices
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Grade Level Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate multiple resources using search tools	A. identify distinct areas of the library/media facility. B. make an incomplete attempt using search tools to locate resources C. apply few if any search techniques to locate resources D. struggle to locate resources with limited success	A. identify and attempt to utilize library/media facility. B. use a limited number of search tools to locate resources with inaccuracies C. locate resources using limited search techniques and/or with limited success D. locate resources with limited success	A. utilize library facility B. use available search tools to locate resources C. use search techniques to locate resources D. locate resources	A. utilize library/media facility B. efficiently use a variety of search tools to locate resources C. locate resources using advanced search techniques D. efficiently locate multiple resources
2. Evaluate resources	A. be influenced by point of view in resources as if fact B. struggle to use more than one criterion to identify the usefulness of resources (currency or appropriate or detail, etc.)	A. identify vocabulary related to point of view B. attempt to identify the usefulness of a resource with multiple criteria (relevant, appropriate, detail, currency, authority and bias)	A. identify point of view in resources B. identify usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	A. discuss statements of point of view B. identify usefulness of resources with automaticity (relevant, appropriate, detail, currency, authority and bias)
3. Locate information within multiple resources	A. struggle to use glossaries and tables of contents B. struggle to use print indexes C. struggle to recognize and use digital indexes D. struggle to identify topic keywords E. locate few keywords by skimming and scanning F. struggle to record location of information within resources	A. use glossaries and tables of contents with limited success B. use print indexes with limited success C. recognize and use digital indexes with limited success D. identify a limited number of topic keywords E. locate some keywords by skimming and scanning F. record location of information within resources with some errors	A. use glossaries and tables of contents B. use print indexes C. recognize and use digital indexes D. identify topic keywords E. locate keywords by skimming and scanning F. record location of information within resources	A. use glossaries and tables of contents efficiently B. use print indexes efficiently C. recognize and use a wide variety of digital indexes D. identify abundant topic keywords E. locate keywords by skimming and scanning with precision F. record location of information within resources with automaticity
4. Extract Information from multiple resources needed to solve the problem.	A. struggle to read, listen and view with limited understanding of the purpose to accomplish task B. struggle to locate and summarize relevant information C. struggle to use teacher provided note taking method to	A. read, listen and view with limited understanding of the purpose to accomplish task B. locate and summarize relevant information with limited success C. use teacher provided note taking method to transfer information	A. read, listen and view with guided purpose to accomplish task B. locate and summarize relevant information C. use teacher provided note taking method to transfer information D. cite each source	A. read, listen and view with guided purpose to accomplish task efficiently B. locate and summarize relevant information with precision and detail C. use teacher provided note taking method to transfer information with precision and detail

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
	transfer information, with limited success D. cite each source with multiple errors	with some success D. cite each source with some errors		D. cite each source efficiently and accurately
5. Organize and manage information to solve the problem.	A. transfer information into a prescribed format to accomplish task with multiple errors	A. transfer information into a prescribed format to accomplish task with some errors	A. transfer information into a prescribed format to accomplish task	A. transfer information into a prescribed format to accomplish task efficiently
6. Create a product that presents findings	A. identify audience unsuccessfully B. struggle to construct an original product that meets few task criteria C. struggle to present final product with errors in format	A. vaguely identify audience B. construct an original product that meets some task criteria C. present final product in assigned format with some errors	A. identify audience B. construct an original product that meets task criteria C. present final product in assigned format	A. identify audience and anticipate impact of their product B. construct an original product that exceeds task criteria C. present creative and/or sophisticated final product in assigned format

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	Standard 3: Students will evaluate the product and learning process.	Benchmark 1, End of Grade 8: Assess the quality and effectiveness of the product. Benchmark 2, End of Grade 8: Evaluate how the process met the need for information.	1.A. identify product's strengths and weaknesses according to task criteria 1.B. critique final product (e.g., self, teacher, peers) 1.C. identify areas for improvement of the product 2.A. summarize the steps of the process 2.B. describe how well the process worked 2.C. determine whether the prescribed process was followed 2.D. discuss areas for improvement in the process	Benchmark 1, evaluation Benchmark 2, evaluation	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Grade Level Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality and effectiveness of the product	A. identify product strengths and weaknesses without regard to task criteria B. trust authority of teacher or peer evaluation of product. C. have a general sense that product could be improved	A. identify product's strengths and weaknesses with limited consideration of task criteria B. critique final product (e.g., self, teacher, peers) with assistance C. recognize differences in quality between products	A. identify product's strengths and weaknesses according to task criteria B. critique final product (e.g., self, teacher, peers) C. identify areas for improvement of the product	A. identify product's strengths and weaknesses according to task criteria throughout the process B. use guidelines to debate differences in self-evaluation and teacher/peer evaluations of product C. reflect on ways to improve product in novel situations
2. Evaluate how the process met the need for information	A. summarize few steps of the process B. struggle to determine whether the prescribed process was followed C. have difficulty describing how well the process worked D. struggle to find areas for improvement in the process	A. summarize some steps of the process B. give an incomplete description of whether the prescribed process was followed C. vaguely describe how well the process worked D. identify areas for improvement in the process	A. summarize the steps of the process B. determine whether the prescribed process was followed C. describe how well the process worked D. discuss areas for improvement in the process	A. summarize and simplify the steps of the process B. determine whether the prescribed process was followed with ease and precision C. describe how well the process worked and suggests improvements to the process D. discuss a variety of possible improvements in the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	Standard 4: Students will use information safely, ethically and legally.	Benchmark 1, End of Grade 8: Legally obtain, store and disseminate text, data, images or sounds. Benchmark 2, End of Grade 8: Appropriately credits ideas and works of others. Benchmark 3, End of Grade 8: Participate and collaborate in intellectual and social networks following safe and accepted practices.	1.A. define intellectual property as the works of others 1.B. recognize plagiarism and copyright 2.A. use paraphrasing and summarizing correctly 2.B. produce components for an assigned citation format 2.C. credit the intellectual property of others (e.g., video, music, Web site, audio, digital, artwork, photography, interview, presentations) 2.D. adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) 3.A. recognize concept of netiquette (e.g., cyber bullying, data vandalism, e-mail, online manners and protocol) 3.B. follow Acceptable Use Policy (AUP) 3.C. use netiquette in supervised online settings 3.D. collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)	Benchmark 1, intellectual property, plagiarism, copyright, location and access, use of information Benchmark 2, cite, task definition, use of information, synthesis. Benchmark 3, netiquette, cyber bullying, data vandalism, AUP, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p>Grade Level Standards for Writing</p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain, store and disseminate text, data, images or sounds	A. begin to recognize intellectual property as the works of others B. recognize plagiarism and copyright	A. recognize intellectual property as the works of others B. recognize plagiarism and copyright	A. define intellectual property as the works of others B. recognize plagiarism and copyright	A. define and discuss intellectual property as the works of others B. recognize plagiarism and copyright
2. Appropriately credits ideas and works of others	A. rely on one method of restating information. B. produce components for an assigned citation format with a template C. credit the intellectual property of others using a simplified, structured template D. define copyright laws	A. accurately restate information according to a model B. produce components for an assigned citation format with some errors C. credit the intellectual property of others with some errors D. attempt to follow copyright laws	A. use summarizing and paraphrasing correctly B. produce components for an assigned citation format C. credit the intellectual property of others D. adhere to copyright laws	A. use summarizing, paraphrasing and direct quotes correctly B. produce components for an assigned citation format with self-correction C. explore online tools to credit the intellectual property of others according to a prescribed format. D. adhere to copyright laws
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	A. recognize few elements of the concept of netiquette B. identify elements and purpose of an Acceptable Use Policy (AUP) and attempt to follow it C. use few elements of the concept of netiquette in supervised online settings D. define elements of collaboration and safe social environment	A. recognize some elements of the concept of netiquette B. follow Acceptable Use Policy (AUP) with occasional lapses C. use some elements of the concept of netiquette in supervised online settings D. describe characteristics of effective collaboration and what makes a safe social environment	A. recognize concept of netiquette B. follow Acceptable Use Policy (AUP) C. use netiquette in supervised online settings D. collaborate and participate effectively within a safe, social environment	A. recognize and apply the concept of netiquette B. follow Acceptable Use Policy (AUP) C. use and model netiquette in supervised online settings D. model effective collaboration and participation within a safe, social environment

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	Standard 5: Students must pursue personal interests through literature and other creative expressions.	<p>Benchmark 1, End of Grade 8: Use and respond to a variety of print and digital formats for pleasure and personal growth.</p> <p>Benchmark 2, End of Grade 8: Use and respond to a variety of genres for pleasure and personal growth.</p> <p>Benchmark 3, End of Grade 8: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.</p> <p>Benchmark 4, End of Grade 8: Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.</p>	<p>1.A. express areas of interest</p> <p>1.B. explore various formats</p> <p>1.C. locate and select resources in interest areas</p> <p>1.D. express opinion on selected resources</p> <p>2.A. recognize the characteristics of various genres</p> <p>2.B. select resources in assigned genres</p> <p>2.C. describe preferred genre</p> <p>3.A. recognize author's point of view</p> <p>3.B. recognize the diversity of cultural expression</p> <p>4.A. access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan)</p> <p>4.B. locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources)</p> <p>4.C. access and use assigned digital resources</p>	<p>Benchmark 1, task definition, use of information, synthesis</p> <p>Benchmark 2, genre, task definition, use of information, synthesis</p> <p>Benchmark 3, cultural expression, location and access, use of information</p> <p>Benchmark 4, interlocal , intralocal, digital resources, information seeking strategies, location and access, use of information, synthesis</p>	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Craft and Structure</p> <p>6. Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p><u>Grade Level Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	A. explore areas of interest B. seek help to identify new resources C. repeatedly select a single resource D. be influenced by other opinions	A. select areas of interest B. locate and select resources in interest areas with limited success C. explore a limited number of formats D. begin to formulate an opinion on selected resources	A. express areas of interest B. locate and select resources in interest areas C. explore various formats D. express opinion on selected resources	A. express and justify areas of interest with examples B. easily correlate a variety of resources with interest areas C. experiment with various formats D. express opinion on selected resources with relevant examples
2. Use and respond to a variety of genres for pleasure and personal growth	A. define limited types of genres in own words and recognize few genre characteristics B. rarely select resources in assigned genres C. describe preferred genre with few details	A. define types of genres in own words and recognize some genre characteristics B. select resources in assigned genres with errors C. describe preferred genre with some detail	A. recognize the characteristics of various genres B. select resources in assigned genres C. describe preferred genre	A. compare and contrast the characteristics of various genres B. select resources in assigned genres with mastery C. explain preferred genre with supporting details
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. struggle to recognize a few elements of culture in author's point of view B. struggle to identify similarities and differences in cultural expression	A. recognize a few elements of culture in author's point of view B. struggle to identify similarities and differences in cultural expression	A. recognize author's point of view B. recognize the diversity of cultural expression	A. identify an author's cultural perspective in point of view B. compare and contrast the diversity of cultural expression
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	A. struggle to access and use some assigned digital resources B. demonstrate limited awareness of community resources C. seldom access interlocal and/or intralocal resources	A. access and use some assigned digital resources B. consider use of community resources C. sporadically access interlocal and/or intralocal resources	A. access and use assigned digital resources B. locate and use available community resources C. access interlocal and/or intralocal resources	A. access and use multiple assigned digital resources B. locate and use multiple community resources C. regularly access multiple interlocal and/or intralocal resources

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the [OPI Web site](#).

Please visit the OPI Website to access the [MCCS/IEFA ELA Grade 5 Companion Guide](#).